

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
 Sec <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Allied Health	College/School	UAF Community and Technical College
Prepared by	Cathy Winfree	Phone	907-455-2876
Email Contact	<a href="mailto:cmwinfree@alaska.edu">cmwinfree@alaska.edu</a>	Faculty Contact	Cathy Winfree

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

COURSE TITLE

**2. ACTION DESIRED:  Check the changes to be made to the existing course.**

Change Course  If Change, indicate below what is changing. Drop Course

NUMBER <input type="text"/>	TITLE <input checked="" type="checkbox"/>	DESCRIPTION <input checked="" type="checkbox"/>	FREQUENCY OF OFFERING <input type="text"/>
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\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION	<input type="text"/>
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ADD A STACKED LEVEL (400/600)  Dept.  Course #

Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING  Dept. & No.  Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING  Dept. & No.  Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive,

W = Writing Intensive,

X = Baccalaureate Core

\*Format 6 also submitted

\*Format 7 submitted

Core

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  X  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

Students will need to take the course every two years to maintain their First Aid/CPR cards.

How many times may the course be repeated for credit? No limit  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in ~~assessing Aberiginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

HLTH F122 First Aid and CPR

1 Credit

Provides instruction on emergency first aid theory and techniques. Students acquire knowledge and skills necessary for dealing with emergencies in a medical/dental office and other clinical settings. Includes First Aid Certification and health care provider (adult, child and infant) CPR Certification.

Lecture + Lab - Other: 0.5 + 1 + 0

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

HLTH F122 First Aid and CPR for the Healthcare Provider

~~1 Credit~~ ~~non-credit~~ 0 Credits

This course is designed to meet the needs of the students entering the health care profession for a variety of entry level jobs. The focus on recognizing the type of emergency interventions that exists, assessing the needs of the patient, and performing interventions to benefit and help stabilize the patient for the first few minutes of an emergency, until EMS arrives. It is divided into two separate topics, First Aid and CPR, both based on the American Heart Association's curriculum. The First Aid component is 4 hours in length. Students learn to safely assess people experiencing an illness or injury, perform immediate interventions, and do no further harm until EMS arrives at their location. The CPR component is 6 hours in length. It is the American Heart Association's Basic Life Support for the Healthcare Providers course. It meets the requirements of any employee or volunteer needing proof that they are current with the recognized standards for CPR. It is the certification required to begin clinical practice. Includes First Aid Certification and healthcare provider CPR Certification (adult, child and infant/AED). This is an American Heart Association 10 hour training.

~~Lecture + Lab + Other: 0.5 + 1 + 0~~ (0+0+0)

Note: To bear 100-level course number and be used as a degree requirement, the course may not be "non-credit." Ref. UA Regulation 10.04.090.F.2.a.

8. GRADING SYSTEM: Specify only one.

LETTER:  PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Loss of credit.  
Will add a lab fee for the supplies and use of manikins.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes  No impact.

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No impact.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

No impact.

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Deleting the one credit will allow the course to be offered in accordance with American Heart Association Standards. The AHA requires 10 hours for a First Aid and CPR for the Healthcare Provider course for approximately 12 students. Students currently look elsewhere for the class as it is less hours and money. This change will align with the National Accreditation Standards.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

*Cathy Wingfield* Date 10/6/16  
Signature, Chair,  
Program/Department of: Allied Health

*Kimberly Curren* Date 10/7/16  
Signature, Chair, College/School  
Curriculum Council for: College of Rural & Community Development

*Michelle Stahler* Date 10/11/16  
Signature, Dean, College/School  
of: CTC

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable) Date

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair		
Faculty Senate Review Committee:   __Curriculum Review           __GAAC		
__Core Review           __SADAC		

**ADDITIONAL SIGNATURES:** *(As needed for cross-listing and/or stacking; add more blocks as necessary.)*

	Date	
Signature, Chair,		
Program/Department of:		

	Date	
Signature, Chair, College/School		
Curriculum Council for:		

	Date	
Signature, Dean, College/School		
of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

- Course textbook title,  author,  edition/publisher.
- Supplementary readings (indicate whether  required or  recommended) and
- any supplies required.

**4. Course description:**

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



Department of Allied Health  
Course Syllabus  
HLTH F122 First Aid & CPR for Healthcare Provider  
1 Credit Fall 2016 CRN

**Instructor:** Millie Castro, MA, PBT I Ione Flowers  
[mcastro@alaska.edu](mailto:mcastro@alaska.edu)

**Office Hours:** By appointment only  
907-455-2857

**Class Location:** UAF Community and Technical College  
604 Barnette Street

**Class Dates:**  
**Class Hours:**

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**Pre-Requisites:** None.

**Course Description:** This course is designed to meet the needs of the students entering the health care profession for a variety of entry level jobs. The focus on recognizing the type of emergency interventions that exists, assessing the needs of the patient, and performing interventions to benefit and help stabilize the patient for the first few minutes of an emergency, until EMS arrives. It is divided into two separate topics, First Aid and CPR, both based on the American Heart Association's curriculum. The First Aid component is 8 hours in length. Students learn to safely assess people experiencing an illness or injury, perform immediate interventions, and do no further harm until EMS arrives at their location. The CPR component is 8 hours in length. It is the American Heart Association's Basic Life Support for the Healthcare Providers course. It meets the requirements of any employee or volunteer needing proof that they are current with the recognized standards for CPR. It is the certification required to begin clinical practice.

**Text / Materials:**  
Heartsaver First Aid, American Heart Association, 2nd Edition  
ISBN# 9781616690182

BLS for Healthcare Providers-Professional, American Heart Association,  
ISBN# 9781616690397

**UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO:**

- Assess the emergency situation
- Manage an emergency situation
- Identify the physical condition of the victim

- Identify the need for established consent to provide first aid
- Administer first aid treatment of victim
- Identify hazards and risks in the workplace
- Respond to life threatening emergencies
- Report on incident and treatment provided
- Report the incident to appropriate authorities
- Activate the emergency response system
- Give breaths for adult, child, and infant victims using:
  - Mouth-to-mouth ventilation
  - Mouth-to-mask ventilation
  - Bag-mask ventilation
- Give compressions for adult, child, and infant
  - Pushing hard and fast
  - Allowing for full chest recoil
  - Minimizing interruptions in compressions
- Perform 1 and 2 rescuer CPR for adults, child, and infant victims
- Use AED for victims above 1 year of age
- Relieve choking in the responsive and unresponsive victims of any age

**Attendance and Grading Policy:** This is a skills based course and attendance is mandatory. A total of one hour or more accumulated absence during the course will constitute a significant lack of progress and any student missing one or more hours of instruction may be issued a faculty initiated withdraw from the course.

Students may participate in all aspects of the course, including demonstrating competency in performing a systematic approach to patient assessment, properly assisting patients self-administer their own prescription medications, applying bandages and dressings, participating in oral discussions and questioning from the instructor, as well as group practice and group participation.

Students must obtain 70% or higher on a written exam evaluating topics covered in the First Aid portion of the course and a minimum score of 84% on the American Heart Association written exam, BLS for the Healthcare Provider,

A grade of Pass or Fail will be assigned based on the above criteria.

**Professionalism** You may have a closed topped beverage in lecture, but you must clean up after yourself.

No food is allowed in class. It is a distraction to your participation and to those around you. Turn off or silence cell phones and pagers during class unless otherwise directed. Please do not disturb your fellow students or the instructor by arriving late or leaving the room during lecture. Attend to your personal needs before or after class. You may not bring your children or friends to class with you. You must demonstrate respect for all members of the class and staff. You must participate fully in group activities. You may not engage in any activity that disrupts class or disturbs your fellow students. This includes but is not limited to: chatting, passing notes, texting, use of smokeless tobacco and sleeping during class. If you need to stand during lecture, please move quietly to the rear of the room Failure to follow classroom guidelines will result in your being asked to leave for the remainder of class and you will receive a zero for the entire days' work and/ or participation.

**Confidentiality:** An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We discuss patient and client situations in respectful ways. We always maintain discretion and confidentiality.

**Social Media:** All cell phones should be turned off in courses with a skills lab. No cell phones will be allowed in clinical areas, nor in practicum facilities. Absolutely no sharing of information or photographs taken during clinical/skills/practicum with anyone, including social media sites, such as Facebook. Non-compliance will result in removal from the class and an “F” recorded as a final grade. All students will sign a Social Media Agreement.

**TITLE IX:** The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment, and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) Access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) Access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) File a criminal complaint by contacting the University Police Department at 474-7721.

**Honor Code:** The Honor Code of the University strictly prohibits cheating. The Honor Code states: Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

1. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, these and other reports.
2. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

The website for the UAF Honor Code (Student Code of Conduct) can be found in section P09.02.020 at <http://www.alaska.edu/bor/policy-regulations/>.

**Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violations of the Honor Code may result in suspension or expulsion. The honor code of the University of Alaska will be strictly enforced.**

**Retaliation Policy:** The University of Alaska Board of Regents policy prohibits acts of retaliation or coercion. The policy states: No student who is acting in good faith will be subject to restraint, interference, coercion, reprisal, or retaliation for initiating a request or complaint, or for participating in any proceeding, that is designed to foster compliance with regents’ policy, university regulation, or MAU rules and procedures. Students accused of acting in bad faith may be subject to action under regents’ policy, university regulation, and MAU rules and procedures regarding student rights and responsibilities. The Retaliation policy can be found in section P09.01.090 at <http://www.alaska.edu/bor/policy-regulations/>.

**Disability Services:** Instructors teaching in the Allied Health Programs will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, education assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>.



**UAF Community and Technical College  
Allied Health Department  
HLTH F122 First Aid/CPR for the Healthcare Provider  
Fall 2017**

<b>Day One: Four hours</b>	<b>First Aid-Video &amp; skills practice Written test</b>	
<b>Day Two: Six hours (day may be divided into two days)</b>	<b>Basic Life Support CPR for Health Care Providers Video &amp; skills practice Written Test</b>	

10/5/16